

Pupil premium strategy statement 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Anstey Junior School
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	33.6%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Emma Humphrey Headteacher
Pupil premium Lead	Holly Colbert Deputy Headteacher
Governor / Trustee lead	Sarah Russell Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£127,195

Part A: Pupil premium strategy plan

Statement of intent

*At Anstey Junior School, our vision and motto is “**Aim high, no limits**” – a belief that applies to every child, regardless of background or family circumstances. We teach pupils to understand and overcome the barriers they may face by nurturing resilience and aspiration, enabling them to become confident, independent learners.*

We are determined to ensure that all pupils have every opportunity to achieve highly. Pupil Premium funding, alongside allocations from the school’s own budget, is used strategically to enable disadvantaged pupils to make excellent progress and thrive both academically and personally.

Our approach is evidence-informed and is based on both localised and national studies. Research shows that the most effective schools narrow attainment gaps through:

- High expectations and consistently high-quality, inclusive teaching.*
- A relevant, engaging curriculum enriched with purposeful interventions and experiences.*
- Strong relationships that ensure pupils’ needs are understood and drive decision-making.*

Our Pupil Premium funding supports a range of additional provision for pupils and families. These interventions, combined with high-quality teaching, aim to raise attainment, strengthen self-belief, and prepare pupils for the next stage of their education. We also recognise the vital role of parents in their children’s learning and prioritise parental engagement through initiatives such as our Family Support Worker.

Identified Barriers

While not all disadvantaged pupils experience the same challenges, common barriers include:

- Limited access to books and reading materials.*
- Restricted vocabulary and language development, impacting reading and writing.*
- Low starting points in literacy and numeracy.*
- Limited life experiences, reducing ability to relate to texts or writing tasks.*
- Social and emotional needs affecting behaviour and emotional regulation.*
- Low parental engagement and reduced access to enrichment opportunities.*
- Poor understanding of sentence construction and articulation of ideas.*

Our Response

Following a full review of spending and pupil progress meetings in July 2025, priorities for 2025/26 have been identified. Our approach remains responsive and adaptive to emerging needs, including the impact of ongoing trauma, rising living costs, and challenges in accessing external services. Needs are identified through professional observation and verified by robust diagnostic assessment.

We will:

- Continually review provision to ensure strategies complement each other and accelerate progress.*
- Act swiftly to address new barriers.*
- Maintain a whole-school commitment where all staff have high aspirations and expectations for disadvantaged pupils.*

Our strategy is underpinned by the Education Endowment Foundation (EEF) tiered model and the DfE menu of approaches, ensuring interventions are evidence-based and cost-effective. Termly reviews and annual evaluations will measure impact and inform future planning

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Discussions with children tell us that there is a lack of access to books and quality texts within homes.</i>
2	<i>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident throughout KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</i>
3	<i>Our take up of paid for clubs shows that children entitled to PP funding are less likely to access extra-curricular activities.</i>
4	<i>Families entitled to PP funding are less likely to engage with school and professionals from other agencies.</i>
5	<i>Observations and data show that many children have social and emotional needs that lead to challenges with emotional regulation, related behaviours or concentration in class.</i>
6	<i>Teacher assessments and pupil progress meetings show that starting points in maths and literacy demonstrate a lack of basic skills in number, spelling, vocabulary and reading for some children entitled to PP funding.</i>
7	<i>In class discussions a clear lack of life experiences means that analysing texts or writing about aspects of life are more challenging as there is no experience to relate it to.</i>
8	<i>Assessments, observations and pupil progress meetings have highlighted poor understanding of language and sentence construction. These result in children struggling to formulate and articulate clear thoughts, ideas and arguments.</i>

9	<i>Observations show that there was a lack of engagement with homework, for our children entitled to PP funding.</i>
10	<i>Baseline and internal attainment data shows a disadvantage gap in terms of academic attainment as well as having basic needs met, such as food and clothing</i>
11	<i>Many families are struggling with the recent cost of living increases, meaning there is very little money in some households. More children are coming to school without breakfast, snacks or appropriate uniform.</i>
13	<i>Data in terms of CPOMS entries show an increase in levels of referrals to Children's Services and the Early Help Hub due to family circumstances including domestic abuse, drug or alcohol abuse and neglect.</i>
14	<i>Data and referrals to CAMHS shows that there is an increase in the number of referrals being made for children with mental ill-health and social communication difficulties.</i>
15	<i>A significant proportion of our disadvantaged children also have additional needs in terms of SEND.</i>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils will develop strong oral language skills, enabling them to communicate confidently, articulate ideas clearly, and access the full curriculum.	<p>A whole school approach to the explicit teaching of oracy skills, including speaking, listening and working with others, will be planned and implemented.</p> <p>Pupil use a wider range of vocabulary. They will be explicitly taught the meanings of new words.</p> <p>All pupils actively participate in structured discussions, presentations, and collaborative tasks.</p> <p>Children will have access to a wide range of vocabulary rich texts to share and enjoy. Children will have dedicated reading books that are matched to their reading ability and linked to the school's systematic phonics scheme. Children will have access to texts which represent the same communities that they belong to.</p>
All children will make expected progress for them, regardless of their social background.	Regular Pupil Progress meetings will show that the children entitled to PP funding are making progress in line with their peers.
All children will leave KS2 with an appropriate reading age and secure skills in number so that they are able to access the KS3 curriculum.	<p>Established approved systematic phonics programme in place to ensure all children can develop basic reading skills and then progress to reading competently.</p> <p>Variance in lessons ensures that children are appropriately challenged, whilst securing any gaps in learning</p> <p>Intervention and retrieval strategies will be in place to consolidate and pre-teach learning</p> <p>Additional tutoring sessions for targeted Year 6 pupils will support students in securing the required standards for Reading and Maths</p>

<p>All teaching will be high quality and inclusive to ensure that individual needs are met.</p>	<p>Observations, planning, learning walks and discussions with staff will show that children entitled to PP funding are thought about at the point of planning and then throughout the learning process.</p> <p>In class support will be directed to pupils entitled to PP funding as necessary.</p> <p>Interventions will be in place to consolidate and pre-teach learning</p> <p>Regular pupil progress meetings will monitor the progress of children entitled to PP funding closely.</p> <p>An additional teacher employed in focus year groups, will allow for smaller group targeted teaching for Reading, Writing and Maths</p>
<p>All children will experience a rich, experiential curriculum that encourages them to be aspirational for their future.</p>	<p>A broad and balanced curriculum with opportunities to experience the world around them and the community they are part of will continually evolve to meet the needs of the children.</p> <p>A range of extra-curricular clubs, such as iRock, Junior Dukes and sports clubs will be offered to all children, ensuring that financial difficulty is never a reason not to take part. Trips will be partially / fully funded to ensure all children get to experience trips and residential.</p>
<p>All children will have their social and emotional and needs met, ensuring they are ready to be able to learn.</p>	<p>An established Pupil Wellbeing Team will support pupils and families in building key relationships and communicating their needs</p> <p>Thrive, a whole school approach to pupils' social and emotional development is implemented, allowing pupils' development in these areas to be assessed against age related milestones and effective interventions and strategies to be planned in response. Online tracking systems show pupils are making progress in these areas.</p> <p>Effective social and emotional provision is in place for targeted pupils and provides an environment where children feel safe, develop healthy attachments and their confidence grows.</p> <p>ELSA sessions given to children to support them through tricky times.</p>

<p>All children will have their basic needs met in terms of food and clothing.</p>	<p>Breakfast is provided for any child who needs it.</p> <p>Playtime snacks are available in every classroom.</p> <p>School uniform will be provided for families who need financial support.</p>
<p>All children will be able to complete their learning at home</p>	<p>Consideration will be given to the work expected to be done at home – i.e. workbooks and stationery provided where needed. Homework will be differentiated and some children will be supported to complete this in school instead where necessary.</p> <p>Children will have access to a wide range of vocabulary rich texts to share and enjoy. Children will have dedicated reading books that are matched to their reading ability and linked to the school's systematic phonics scheme</p>
<p>All parents will be supported and encouraged to take an active role in their children's education.</p>	<p>Relationships will be established between parents and the FSW.</p> <p>Opportunities to share children's work in open classroom events, topic shows and Parent information meetings.</p> <p>A wide range of events will be run throughout the year which encourage parents to feel part of the school community e.g., assemblies, fairs, shows</p> <p>Curriculum events and evenings will support parents' understanding of learning and health content and how they can support their child at home</p>
<p>School will have the necessary tools and expertise to be able to assess, identify and support a range of needs.</p>	<p>Effective use of cognitive screening tools to identify any SEND needs as barriers including GL assessment and Thrive profiling</p> <p>Range of interventions in place to match these needs such as Thrive, sensory circuits, ELSA and NESSY</p>
<p>All children will be able to identify trusted adults in school to share any concerns or worries with.</p>	<p>Established Pupil Well-being Team.</p> <p>Children can name at least 5 adults they trust to share feelings or worries with.</p> <p>Family Support Worker is well established in school.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) ` **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention) Budgeted cost: £80,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Membership of Oracy South group and implementation of progression of skills and teaching approaches based on Voice 21 programme</i>	Oracy is intrinsic to children's early development, to the testing of thought, to social and emotional well-being, to confidence, agency and the ability to challenge or debate important issues in civil and constructive ways. Oracy is a core concern alongside Literacy and Numeracy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://oracyeducationcommission.co.uk/wp-content/uploads/2024/10/We-need-to-talk-2024.pdf	1,2,5,6,7,15
<i>Additional teacher</i>	Having a 3 rd teacher in Year 6 means that the class sizes are reduced and children entitled to PP funding can be taught English and maths in a small group of children. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 5, 6, 7, 8,11, 14, 15
<i>Family Support worker increased hours as part of our Wellbeing Team.</i>	Family support workers can support families with parenting strategies, routines, adult mental ill-health, whilst working alongside the schools' DSLs.	4, 5, 6,11,13, 14
<i>Breakfast & break snacks</i>	Children cannot learn until their basic needs are met in terms of food, drink and clothing.	5, 11, 12, 13
<i>Sensory aids</i>	Supporting children's sensory needs in order for them to be able to successfully access their learning enable them to engage more fully in their learning.	5, 6, 14, 15

<p><i>T to P text and email system for communication</i></p> <p><i>Additional targeted email inboxes</i></p>	<p>Parents who have challenging experiences within the education system themselves are much harder to reach. They can be quite school phobic and can also find talking difficult. Contact through texting to send reminders parents, or to tell them that their child has had a good day can be less threatening for some parents and we have seen more engagement. Communications about curriculum evenings and events also raise the profile of these amongst families. Parents have responded positively to being able to directly contact members of staff in certain roles, such as Family Support Worker and SENDCo, with more sensitive or confidential information. They feel more able to share information in this forum and with staff with whom they have built secure relationships.</p>	<p>4, 10, 13</p>
<p><i>Reading raffle books</i></p>	<p>To get good quality texts into homes, children are able to 'win' books to take home.</p>	<p>1, 6, 8</p>
<p><i>Speech & Language support</i></p>	<p>To support children who present with a language deficit or a receptive language need, we have learning support staff who can screen children and deliver a language programme.</p>	<p>2, 5, 6, 8, 15</p>
<p><i>Thrive Approach - whole school training, screening tool and intervention programmes</i></p>	<p>Thrive Uk is a programme based on child development, neuroscience and attachment research. Evidence collected shows it improves behaviour, attendance and attainment https://www.thriveapproach.com/</p>	<p>5, 14, 15</p>
<p><i>iRock bursary places</i></p>	<p>Children should be able to have experiences, regardless of the socio-economic background. Music lessons provide children to be creative and demonstrate their non-academic interests too.</p>	<p>3, 7</p>
<p><i>Funding to help with clubs, trips & residential</i></p>	<p>Experiences through trips and residential are vital for personal growth and widening their understanding of the work they live in.</p>	<p>3, 7, 12</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £51,164

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group interventions</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 5, 6, 7, 8,11, 15
<i>After school booster classes led by qualified teachers</i>	As above	2, 6, 8,11, 15
<i>Breakfast booster classes led by qualified teacher.</i>	As above	2, 6, 8, 11, 15

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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,564

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family Support Worker</i>	Relationships are key, especially with hard-to-reach families. Establishing a link between home, school and the children means that we are all working towards the same goal. Addressing Educational Disadvantage in Schools and Colleges: The Essex Way – Marc Rowland	4, 5, 9, 10,11,12, 13, 14, 15

<p><i>Thrive Approach: Practitioner and lead training Online assessment tool Strategies and intervention</i></p>	<p>A trauma-informed, whole school or setting approach that helps to improve the mental health and wellbeing of children and young people.</p> <p>Training, resources and an online tool, supports the understanding of pupils needs and provides targeted, effective support.</p> <p>With its focus on building secure relationships and providing positive experiences, the Thrive Approach has been proven to improve behaviour, attendance and learning outcomes.</p>	<p>5, 11, 12, 13, 14</p>
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Total budgeted cost: £152,138

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Our internal data shows that the attainment gap between pupils entitled to PP funding and their peers persists in some areas, despite all our efforts to remove barriers. There continue to be significant gaps in children's understanding of concepts due to them having different learning experiences and challenges.

There have been some successes. At the end of KS2 in 2025, we had a greater number of children in receipt of pupil premium attain the Greater Depth Standard than both Hampshire and the levels attained nationally. Across the rest of the school, children in receipt of Pupil Premium are showing relative strengths in Maths and they are making the strongest progress in their writing.

We have observed that many children's social skills and emotional resilience have continued to be severely impacted by ACEs and trauma, hence the continuing focus on our Pupil Well-being Team and development of social and emotional interventions. Children are needing to practise social interactions, such as turn taking and sharing. They are also reluctant to take on any challenge and show very little resilience when things are tricky.

Many of our families struggle with finances. These difficulties have now been exacerbated for many by the cost of living rises. Many of our families are reporting difficulties with housing, accessing GP or other medical services or with sourcing benefits that they may be entitled to; all these factors add additional stresses and pressures to family life. We continue to need to provide additional support to ensure that children feel safe and cared for, which has been possible due to us funding practical things families have needed alongside human resources in school. We have been able to deliver high quality, teacher led inclusive teaching interventions and provide support for children's emotional development through Thrive and ELSA.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>These children have been supported through differentiated High Quality inclusive teaching and the sourcing of sensory tools and interventions.</p> <p>Some of the children have also accessed therapeutic interventions including ELSA and Thrive.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>These interventions and tools have ensured the children can access the curriculum and feel safe and comfortable in their learning.</p> <p>Therapeutic support has given the children time and space to talk about their feelings and also to recognise the physiological affects of these on their bodies.</p>

Further information (optional)

Our disadvantaged children are at the forefront of our planning and discussions in all aspects of our strategic plans. Regardless of the limitations of stretched funding in schools, we are determined to 'level the playing field' by carefully considering the barriers that could present and making sure we do all we can to remove them in our setting from the outset.

Our diverse socio-economic demographic means that we all have to have consistently high expectations for all and be relentlessly aspirational for all of our children, but especially those from disadvantaged backgrounds. We do this by nurturing our children to be resilient in the face of challenge and we build up their self-esteem to make them able to take independent steps. Our children know that they will face challenges ahead of them, but we teach them the substance behind our motto 'Aim high, no limits' is to persevere and have a growth mindset.

Our curriculum is purposefully broad and experiential to provide contextual learning opportunities. We have a focus on building the outdoor environment into our curriculum and have introduced music lessons provided by the Hampshire Music Service so that all children have the opportunity to learn a musical instrument and play in a band. Our disadvantaged children have the opportunity to have funded music lessons if they would like to continue playing the instrument after the programme has finished. We offer a wide range of free teacher-led after school clubs, so all children are able to access them. These clubs are essential for building social skills and practical life skills. We want all of our disadvantaged children to be able to have access to the same opportunities and experiences as their peers.

We have adapted our planning format so that it is clear that disadvantaged children have been carefully considered and resourced for. We have used Venn diagrams to support our discussions in pupil progress meetings to identify our children who are from multiple groups, such as those who are disadvantaged and / or have an identified SEND.

We are a reactive, forward-thinking team who aren't afraid to evolve and change our strategy based on evidence in terms of data, discussions and observations, to meet the emerging challenges faced by our disadvantaged pupils. We regularly review our provision and adapt it accordingly to fulfil our 'whatever it takes' approach to ensure that every child in our school is able to thrive and that they are ready for the next part of the education journey.